

Practice-Based Coaching (PBC) is a research-based coaching model that focuses on improving specific **teaching practices** to build the quality of teaching and learning. PBC has a long history and proven-track record of providing the kind of support that leads to visible improvement in the early childhood education field.

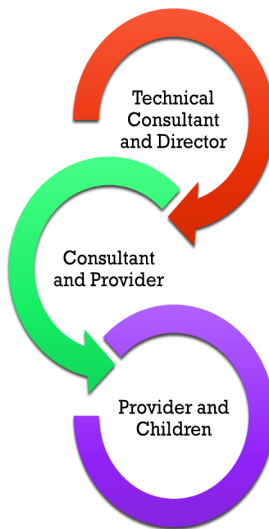
Child care programs can participate in PBC as part of YoungStar Technical Consultation services. Let's learn more about what PBC is and how it can work for you and your program.

Collaborative Partnership

Coaching occurs within a collaborative partnership with shared understandings between a coach, a coachee, and a program leader. A program leader can be a Program Director, Family Child Care owner, or other individual chosen to promote the use of PBC tools and strategies after consultation ends.

The PBC process allows for a safe space to discuss problems, find support, get feedback, and try new ideas.

Focused on professional growth, PBC partners avoid judgement and do not rate or grade performance. The collaborative partnership means that coaching is individualized to the strengths, needs, shared understandings and unique identified goals of the coachee.



PBC Components

PBC has three components:

- **Shared Goals and Action Planning,**
- **Focused Observation, and**
- **Reflection and Feedback.**

The coach and coachee use the results from each component to inform their actions throughout the coaching process. The cyclical nature supports coaching as a continuous cycle of review and updating.



I. Shared Goals and Action Planning

In the Shared Goals and Action Planning stage, coaching partners identify a goal for coaching and create an action plan to achieve it. First, the coachee completes a needs assessment to determine what teaching practices are already implemented and what areas offer an opportunity for growth. For example, a coachee may identify literacy as an area they are interested in improving. The coach will provide a literacy specific needs assessment to help determine a specific teaching practice to work on, such as reading to children more often.

Using the PBC model, the coach and coachee write a goal statement that is specific, measurable, observable, and achievable within a short timeframe. When creating an action plan, the coach and coachee identify specific steps, resources, and supports needed to reach the goal. Goals and action plans provide a road map for improvement, accountability, and monitoring progress.

What is a Teaching Practice?

Teaching practices are the daily actions and behaviors of teachers/child care providers. This includes the way in which a provider interacts with children and how they prepare an environment to support a child's optimal development.

Teaching practices are different from activities. For example, a provider may implement a science experience in her classroom where children witness salt melting ice. This is an activity. A provider may prepare for activities in advance and have materials ready and accessible. This is a teaching practice.

Teaching practices occur throughout the day (eg. asking open-ended questions) whereas activities or tasks occur on occasion (eg. as filling the sensory table).

II. Focused Observation

In this stage, the coach gathers and records information that is specific to the teaching practice identified in the shared goal and action plan. The coach observes the coachee in action, records information about the observation, and provides resources to improve, or refine the practice. A focused observation is different than a general observation and can be done through live observations, reviewing recordings, and/or looking through program materials.



III. Reflection and Feedback

In this stage, the coachee takes time to think about the effectiveness of the selected practice and considers next steps for continued improvement. The coach provides constructive and supportive feedback with the intention of helping the coachee reach their goal.

Continuous Cycle

After reflection and feedback, the goal and action plan is reviewed and updated. The coach and coachee might continue with the same goal, or they may choose to identify a different teaching practice to improve.

Coaching Companion

The Coaching Companion is an optional online tool that helps coaching partners collaborate to develop individualized coaching plans that support quality teaching and positive outcomes for children. This tool guides the process of setting coaching goals and creating action plans. Recorded observations, notes, videos, and photos can be uploaded and shared in a private, password-protected space where coaches provide supportive, constructive feedback, building on teacher strengths.



The Coaching Companion provides a safe place for a coachee to ask questions and share concerns with their coaches or with other trusted peers. Coachees and coaches can add comments and questions to recorded observations at specific points in time where a skill is observed or an opportunity for support is identified. A video library with examples of teaching practices is also available to provide ideas and suggestions.

For more information on Coaching Companion, visit:

<https://eclkc.ohs.acf.hhs.gov/publication/coaching-companion>

National Center for Quality Teaching and Learning (NCQTL), Practice-Based Coaching, 2014.

Things to Consider...

PBC is built on Collaborative Partnerships. The coaching team works together to create a “safe space” to take risks, share ideas and make decisions without judgement. PBC is not used to evaluate or grade the coachee’s performance.

PBC requires the support of program leadership and resources. The coachee will need time to work through the steps of PBC with their coach and on their own. The support of program leaders is critical to the process of PBC and to continue growth after consultation.

PBC takes time. Plan to use approximately half of your total technical assistance time on PBC. This will allow time to complete one full PBC cycle: Shared Goals and Action Planning, Focused Observation (s), and Reflection and Feedback. If time allows, the coaching team can begin another PBC cycle. After YoungStar services end, the program leaders can use the PBC process to work on additional goals with the coachee and/or other program staff.



PBC works best when participants are open to change. A good candidate for coaching is interested in growing their skills to increase effective teaching practices. A candidate who is open to feedback and willing to try new strategies will find success in PBC.



PBC can bring the benefits of training into the environment. PBC can help providers increase their understanding of ideas introduced in a training. Coaching can assist in the implementation of new strategies in the learning environment. We often leave trainings with the best of intentions, and PBC provides the planning and support needed to turn these intentions into actions.



YoungStar Practice-Based Coaching: *One Skill At A Time*



To learn more about PBC, contact your local YoungStar office.

<https://dcf.wisconsin.gov/youngstar/program/localoffice>